

The Impact of Role Transition on Emotional Experiences in Online English Writing Peer Assessment

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Abstract: This study explored learners' emotional fluctuations during the transition of assessing roles in online English writing peer assessment. From Positive Psychology perspective, the mixed-method research approach was employed to investigate emotional experiences of 170 Chinese non-English major freshmen engaged in online English writing peer assessment. The study specifically examined the emotional changes that accompanied the shift in assessing roles, as well as the influencing factors at play. The findings demonstrated a significant increase in positive emotions and a notable decline in negative emotions when transitioning from the role of feedback providers (FPs) to feedback receivers (FRs). The relationship between learners' emotional fluctuations and their English writing proficiency was found to vary depending on their particular assessing roles. Additionally, a qualitative analysis of learners' emotional experiences unveiled additional factors that shaped their emotional states during the transition of assessing roles. These findings underscore the critical role of emotional dynamics in the design and implementation of online English writing peer assessment activities.

Keywords: Emotional Experiences; Assessing Roles Transition; Online Peer Assessment; L2 English Writing

1. Introduction

In the context of writing instruction, peer assessment leverages as valuable sources of information and interactive partners who assume roles and responsibilities traditionally performed by trained instructors [1]. Peer assessment in writing instruction is categorized into two modalities: offline and online [2]. Online peer assessment has been integrated into college English writing classes, which has brought various advantages. Learners' emotional experiences during the process of English writing peer assessment have been identified as an important factor that can influence the ultimate outcomes of the assessment. However, less emphasis is given to the exploration of emotions in the existing studies. Furthermore, most research primarily examines the final emotional outcomes experienced by learners during L2 writing peer assessment, but little consideration is given to the dynamic changes in learners' emotions accompanied the shift in assessing roles throughout the assessment online journey.

This study utilized mixed-methods to enhance the understanding of the emotional changes experienced by Chinese learners and identify the factors that influence learners' emotional experiences as they transition from being feedback providers (FPs) to feedback receivers (FRs) in the online English writing peer assessment process.

2. Literature Review

2.1. Perceptions of English Writing Peer Assessment

Research on perceptions of English writing peer assessment is presently undergoing significant development; however, comparatively limited attention has been given to emotions. The existing studies have focused mainly on prominent emotions such as enjoyment and anxiety. Some scholars have noticed the deficiency and explored learners' other emotions in English writing peer assessment. However, the attention still remains insufficient.

Obviously, the majority of researchers have focused on investigating participants' attitudes and emotions regarding peer assessment as a comprehensive process. However, the roles of learners in assessment activity undergo changes. Initially, when learners' first drafts are submitted to peers for assessment, peers act as FPs by providing comments on learners' essays. Subsequently, when peers' comments on essays are completed and back to learners, they enter into the second stage of assessment, where they become FRs who revise their essays based on the feedback received. Thus, it is necessary to investigate the complex emotional dynamics that arise during the transition between the roles of FPs and FRs in L2 writing peer assessment, considering a broader range of emotions.

2.2. Emotions in SLA from the Perspective of Positive Psychology

The concept of Positive Psychology (PP) was first put forward by Maslow which focuses on the positive qualities that make humans feel successful, fulfilled and self-actualized [3]. PP recognized the effects of negative emotions but calls for a dynamic perspective that addresses and transforms negative emotions into positive ones. With the introduction of PP into Second Language Acquisition (SLA), more researchers focus on a wide range of positive and negative emotions as well as other PP concepts. However, the main focus was concentrated on the broader context of second language teaching, often overlooking the emotions evoked during specific learning and teaching activities. The SLA learners' emotions research in writing peer assessment is largely unexplored, and attention towards the emotional differences between FPs and FRs remains unbalanced.

To this end, the present study aims to address the following three research questions: (1) What are differences in learners' perceived emotions as the assessing roles shift during the process of online English writing peer assessment? (2) Are learners' different emotions significantly influenced by their levels of English writing? (3) What are other factors that influence learners' emotions as the assessing roles shift in online English writing peer assessment?

3. Research Design

3.1. Participants

Participants were 170 18- or 19-year-old non-English major freshmen from a university in northern China, among whom 151 contributed valid datasets for the first-time investigation and 108 for the second-time investigation. All participants were native speakers of Mandarin Chinese and English was their second language. They had the similar English learning background. The writing essays were collectively determined by three English teachers with two years of teaching experience who followed the Principles and Standards for Scoring Writing in CET-4 and CET-6 as a writing scoring reference. Those in the top and bottom 30% of the score range were marked as high-level and low-level students, respectively.

Ethical approval for this study was granted by Ethics Committee of the university. All participants were notified of the research aims, procedures and possible impacts.

3.2. Data collection instruments

3.2.1. Questionnaire

Table 1: Dimensions, reliability and items of the EWPAQ

Dimensions	Items	α
Enjoyment	4	0.897
Confidence	4	0.895
Pride	4	0.705
Anxiety	5	0.746
Embarrassment	4	0.770
Boredom	4	0.818

The *Emotions in Writing Peer Assessment Questionnaire* (EWPAQ) was adapted from the *Achievement Emotions Questionnaire* [4]. The EWPAQ consists of 25 questions covering 6 emotional dimensions, including 3 positive emotions (enjoyment, confidence, and pride), as well as 3 negative emotions (anxiety, embarrassment, and boredom). The EWPAQ was circulated to 10 freshmen from

other classes to conduct a pilot study. Based on their feedback, the questionnaire was finalized. Each item in the questionnaire was measured on a five-point Likert scale, ranging from “1-totally unsuitable for me” to “5-totally suitable for me”. Table 1 demonstrates the profile of the questionnaire.

3.2.2. Writing Task

Given that participants in this study were non-English major freshmen who are preparing for the College English Test Band 4 (CET-4), which is a standardized English proficiency exam in China, the writing task was specifically designed to meet the requirements of CET-4. During the study, students were required to write an essay in the online environment with at least 120 words according to their understandings of the picture provided in the task.

3.2.3. Interview

A semi-structured interview was conducted to explore other factors that influence learners' emotions as the assessing roles shift in online English writing peer assessment. Six participants were interviewed. The participants consisted of three males and three females, evenly distributed. The interview consisted of five questions, along with some follow-up questions.

3.3. Research Procedures

At first, participants were required to write an English essay according to the prescribed requirements. They uploaded their essays to the online platform, Xuexitong APP. According to the grading criteria of CET-4, teachers marked the essays to determine participants' English writing levels. Subsequently, participants' essays were randomly distributed among other participants, who were then tasked with evaluating them based on the specified requirements as outlined in Appendix 5. Participants uploaded their comments onto the online platform. Furthermore, participants were given the EWPAQ to acknowledge their emotions when they acted as FPs. Researchers collated the results and distributed them to the corresponding participants who received feedback from their peers and revised their essays based on peers' feedback. Next, the EWPAQ was administered to participants again to collect their emotions when they acted as FRs. Finally, a semi-structured individual interview was conducted with the 6 selected participants. Each interview had a duration of 15-20 minutes, with questions tailored based on participants' responses.

3.4. Data Collection

First, in response to RQ1, a paired samples *t*-test was used to examine whether there was a significant difference in emotions in two different sequential roles. Second, in response to RQ2, a 2×2 between-subjects ANOVA was conducted to investigate whether participants' different emotions were significantly influenced by their levels of English writing proficiency. Third, in response to RQ3, the qualitative content analysis was used. All the interviews were transcribed verbatim, coded and categorized to explore and analyze the other factors which influenced participants' emotions as the assessing roles shift.

4. Results

4.1. Differences between Emotions of Two Assessing Roles

A total of 102 pairs of valid questionnaires were collected online, as some participants did not participate in the second survey, failing to form paired data between the first and second questionnaires. As shown in Table 2, FPs' positive emotions ($M=4.17$, $SD=0.56$) were significantly different ($t(101)=-2.065$, $p<0.05$) from FRs' ($M=4.25$, $SD=0.59$). Similarly, FPs' negative emotions ($M=2.01$, $SD=0.62$) were significantly different ($t(101)=5.060$, $p<0.05$) from FRs' ($M=1.79$, $SD=0.61$). Specifically, FPs' pride ($M=3.95$, $SD=0.63$) was significantly different ($t(101)=-3.284$, $p<0.05$) from FRs' ($M=4.12$, $SD=0.61$). FPs' anxiety ($M=2.17$, $SD=0.75$) was significantly different ($t(101)=5.220$, $p<0.05$) from FRs' ($M=1.86$, $SD=0.70$). FPs' embarrassment ($M=2.26$, $SD=0.78$) was significantly different ($t(101)=5.354$, $p<0.05$) from FRs' ($M=1.94$, $SD=0.77$). However, FPs' enjoyment ($M=4.32$, $SD=0.55$) was not significantly different ($t(101)=-0.844$, $p>0.05$) from FRs' ($M=4.36$, $SD=0.60$). FPs' confidence ($M=4.24$, $SD=0.60$) was not significantly different ($t(101)=-0.902$, $p>0.05$) from FRs' ($M=4.28$, $SD=0.63$). FPs' boredom ($M=1.59$, $SD=0.59$) was not significantly different ($t(101)=0.158$, $p>0.05$) from FRs' ($M=1.58$, $SD=0.59$).

Table 2: Paired samples t-test of participants' emotions of two assessing roles

		M	SD	MD	t	df	Sig. (2-tailed)
Positive emotions	FPs	4.17	0.56	-0.08	-2.065	101	0.041*
	FRs	4.25	0.59				
Negative emotions	FPs	2.01	0.62	0.22	5.060	101	0.000**
	FRs	1.79	0.61				
Enjoyment	FPs	4.32	0.55	-0.04	-0.844	101	0.401
	FRs	4.36	0.60				
Confidence	FPs	4.24	0.60	-0.04	-0.902	101	0.369
	FRs	4.28	0.63				
Pride	FPs	3.95	0.63	-0.17	-3.284	101	0.001**
	FRs	4.12	0.61				
Anxiety	FPs	2.17	0.75	0.31	5.220	101	0.000**
	FRs	1.86	0.70				
Embarrassment	FPs	2.26	0.78	0.32	5.354	101	0.000**
	FRs	1.94	0.77				
Boredom	FPs	1.59	0.59	0.01	0.158	101	0.875
	FRs	1.58	0.59				

*p<0.05, **p<0.01

4.2. Relationship between Emotions and English Writing Levels

4.2.1. Based on the Role of FPs

As shown in Table 3 and Table 4, there was a significant main effect for FPs' English writing level on positive emotions ($F(1,63) = 5.51, p < 0.05$), confidence ($F(1,63) = 5.25, p < 0.05$), and pride ($F(1,63) = 5.16, p < 0.05$), with those in high English writing level presenting significantly more positive emotions, confidence and pride than those in low level. There was no significant main effect for FPs' English writing level on enjoyment ($F(1,63) = 3.67, p > 0.05$). FRs' English writing level did not have an influence on these emotions.

Table 3: Descriptive statistics of positive emotions with the role of FPs

	FPs' high level (n=33)				FPs' low level (n=34)			
	FRs' high level (n=18)		FRs' low level (n=15)		FRs' high level (n=18)		FRs' low level (n=16)	
	M	SD	M	SD	M	SD	M	SD
Positive emotions	4.16	0.56	4.27	0.45	3.78	0.51	4.04	0.55
Enjoyment	4.31	0.51	4.42	0.51	4.01	0.51	4.20	0.62
Confidence	4.15	0.66	4.37	0.50	3.78	0.52	4.09	0.60
Pride	4.01	0.56	4.02	0.50	3.56	0.62	3.83	0.63

Table 4: Tests of between-subjects effects on positive emotions with the role of FPs

Dimensions	Source	Sum of squares	df	Mean square	F	p
Positive emotions	FPs' level	1.50	1	1.50	5.51	0.022*
	FRs' level	0.57	1	0.57	2.08	0.154
	FPs' level × FRs' level	0.09	1	0.09	0.34	0.560
Enjoyment	FPs' level	1.06	1	1.06	3.67	0.060
	FRs' level	0.38	1	0.38	1.30	0.259
	FPs' level × FRs' level	0.03	1	0.03	0.09	0.768
Confidence	FPs' level	1.74	1	1.74	5.25	0.025*
	FRs' level	1.17	1	1.17	3.51	0.066
	FPs' level × FRs' level	0.04	1	0.04	0.13	0.719
Pride	FPs' level	1.74	1	1.74	5.16	0.027*
	FRs' level	0.32	1	0.32	0.93	0.337
	FPs' level × FRs' level	0.30	1	0.30	0.90	0.347

*p<0.05

As shown in Table 5 and Table 6, there was a significant main effect for FPs' English writing level on negative emotions ($F(1,63) = 4.46, p < 0.05$) and embarrassment ($F(1,63) = 5.39, p < 0.05$), with those in low English writing level presenting significantly more negative emotions and embarrassment than those in high level. There was no significant main effect for FPs' English writing level on anxiety (F

(1,63) = 3.14, $p > 0.05$) and boredom ($F(1,63) = 1.72, p > 0.05$). FRs' English writing level did not have an influence on these emotions.

Table 5: Descriptive statistics of negative emotions with the role of FPs

	FPs' high level (n=33)				FPs' low level (n=34)			
	FRs' high level (n=18)		FRs' low level (n=15)		FRs' high level (n=18)		FRs' low level (n=16)	
	M	SD	M	SD	M	SD	M	SD
Negative emotions	2.02	0.65	1.95	0.53	2.32	0.59	2.31	0.75
Anxiety	2.21	0.74	2.11	0.51	2.52	0.89	2.46	0.85
Embarrassment	2.26	0.77	2.17	0.77	2.68	0.73	2.66	0.92
Boredom	1.58	0.62	1.58	0.63	1.75	0.56	1.81	0.66

Table 6: Tests of between-subjects effects on negative emotions with the role of FPs

Dimensions	Source	Sum of squares	df	Mean square	F	p
Negative emotions	FPs' level	1.79	1	1.79	4.46	0.039*
	FRs' level	0.02	1	0.02	0.06	0.812
	FPs' level × FRs' level	0.02	1	0.02	0.04	0.847
Anxiety	FPs' level	1.85	1	1.85	3.14	0.081
	FRs' level	0.11	1	0.11	0.19	0.664
	FPs' level × FRs' level	0.01	1	0.01	0.01	0.906
Embarrassment	FPs' level	3.42	1	3.42	5.39	0.024*
	FRs' level	0.06	1	0.06	0.10	0.757
	FPs' level × FRs' level	0.02	1	0.02	0.04	0.852
Boredom	FPs' level	0.65	1	0.65	1.72	0.195
	FRs' level	0.02	1	0.02	0.04	0.837
	FPs' level × FRs' level	0.02	1	0.02	0.04	0.837

* $p < 0.05$

4.2.2. Based on the Role of FRs

As shown in Table 7 and Table 8, there was no significant main effect for FRs' English writing level on positive emotions ($F(1,46) = 0.02, p > 0.05$), enjoyment ($F(1,46) = 0.26, p > 0.05$), confidence ($F(1,46) = 0.22, p > 0.05$) and pride ($F(1,46) = 0.28, p > 0.05$). FPs' English writing level did not have an influence on these emotions.

Table 7: Descriptive statistics of positive emotions with the role of FRs

	FRs' high level (n=29)				FRs' low level (n=21)			
	FPs' high level (n=14)		FPs' low level (n=15)		FPs' high level (n=11)		FPs' low level (n=10)	
	M	SD	M	SD	M	SD	M	SD
Positive emotions	4.05	0.60	4.41	0.43	4.32	0.51	4.11	0.62
Enjoyment	4.21	0.59	4.57	0.45	4.43	0.43	4.20	0.57
Confidence	4.16	0.63	4.43	0.43	4.32	0.53	4.13	0.65
Pride	3.79	0.66	4.23	0.52	4.20	0.61	4.00	0.68

Table 8: Tests of between-subjects effects on positive emotions with the role of FRs

Dimensions	Source	Sum of squares	df	Mean square	F	p
Positive emotions	FRs' level	0.00	1	0.00	0.02	0.902
	FPs' level	0.07	1	0.07	0.23	0.635
	FRs' level × FPs' level	0.98	1	0.98	3.37	0.073
Enjoyment	FRs' level	0.07	1	0.07	0.26	0.615
	FPs' level	0.04	1	0.04	0.17	0.684
	FRs' level × FPs' level	1.04	1	1.04	3.93	0.054
Confidence	FRs' level	0.07	1	0.07	0.22	0.639
	FPs' level	0.02	1	0.02	0.06	0.805
	FRs' level × FPs' level	0.66	1	0.66	2.12	0.152
Pride	FRs' level	0.11	1	0.11	0.28	0.601
	FPs' level	0.18	1	0.18	0.48	0.494
	FRs' level × FPs' level	1.29	1	1.29	3.42	0.071

As shown in Table 9 and Table 10, there was no significant main effect for FRs' English writing level on negative emotions ($F(1,46)=0.00, p>0.05$), anxiety ($F(1,46)=0.15, p>0.05$), embarrassment ($F(1,46)=0.00, p>0.05$) and boredom ($F(1,46)=0.46, p>0.05$). FPs' English writing level did not have an influence on these emotions.

Table 9: Descriptive statistics of negative emotions with the role of FRs

	FRs' high level (n=29)				FRs' low level (n=21)			
	FPs' high level (n=14)		FPs' low level (n=15)		FPs' high level (n=11)		FPs' low level (n=10)	
	M	SD	M	SD	M	SD	M	SD
Negative emotions	1.91	0.61	1.84	0.66	1.73	0.64	2.00	0.63
Anxiety	1.94	0.62	1.88	0.64	1.82	0.73	2.16	0.83
Embarrassment	1.98	0.73	2.05	1.01	1.89	0.88	2.18	0.71
Boredom	1.80	0.68	1.60	0.55	1.50	0.49	1.68	0.59

Table 10: Tests of between-subjects effects on negative emotions with the role of FRs

Dimensions	Source	Sum of squares	df	Mean square	F	p
Negative emotions	FRs' level	0.00	1	0.00	0.00	0.968
	FPs' level	0.12	1	0.12	0.31	0.582
	FRs' level \times FPs' level	0.34	1	0.34	0.84	0.364
Anxiety	FRs' level	0.07	1	0.07	0.15	0.700
	FPs' level	0.24	1	0.24	0.49	0.489
	FRs' level \times FPs' level	0.50	1	0.50	1.02	0.317
Embarrassment	FRs' level	0.00	1	0.00	0.00	0.953
	FPs' level	0.39	1	0.39	0.53	0.470
	FRs' level \times FPs' level	0.15	1	0.15	0.20	0.654
Boredom	FRs' level	0.16	1	0.16	0.46	0.499
	FPs' level	0.00	1	0.00	0.01	0.933
	FRs' level \times FPs' level	0.44	1	0.44	1.27	0.265

4.3. Interview Data Related to the Affecting Factors

To help participants recall their memories during online English writing peer assessment, the researchers presented them with materials from their participation in peer assessment. Following the analysis of the 100-minute interview data, the researchers identified, categorized, and organized key and representative information.

The emotional experiences of FPs were affected by their own English writing proficiency, especially for students with lower writing levels. Zhang mentioned, "I did not feel confident because my essay was not well-written compared to my peer's." On the other hand, the emotional experiences of FRs were primarily influenced by the comments and feedback attitude they received, rather than their own writing level. These findings support the study's quantitative results.

The increase in positive emotions from FPs to FRs is mainly due to peers' encouragement and serious attitude. Wang stated, "I felt more confident because there was also much appreciation in the comments." Lin expressed, "I felt enjoyable because I thought my peer was serious enough for me." The decrease in positive emotions from FPs to FRs might be attributed to the challenges posed by anonymous peer feedback. As Zhang explains, "The process of receiving feedback was not enjoyable because many mistakes pointed out were vague."

The decrease in negative emotions from FPs to FRs can be ascribed to a notable finding. It seems that technological barriers in the peer assessment appear to be less significant when receiving feedback compared to providing it. As expressed by Wang, "I found it inconvenient to print out the online-presented peer's essay and reading it online... However, receiving feedback from a peer was more convenient as it allowed me to simultaneously refer to online comments and my paper-based essay." The increase in negative emotions from FPs to FRs may stem from the presence of writing errors that are pointed out by peers. However, these negative emotions can actually encourage greater self-reflection and subsequent self-improvement. Liu shared, "I felt more embarrassed when I received the comments because my essay was even off-topic. When I saw the comments written so seriously, I would also invest time and energy into rewriting this essay."

5. Discussion

5.1. Discussion of the Differences between Emotions of Two Assessing Roles

Based on the findings, there are significant differences in the emotions experienced by participants when transitioning from FPs to FRs. The increase in positive emotions and decrease in negative emotions suggest that the role switch from assessing others to being assessed has an overall positive impact on learners' emotional experiences. As FPs, learners may feel stressful and uncertain in providing feedback. The unfamiliarity with the role of FPs and the new online assessment tools could contribute to the pressure and uncertainty which can lead to increased anxiety and embarrassment. However, as learners transition into being FRs, they may revert back to their familiar and traditional comfort zones and primarily focusing on receiving feedback. This shift in focus may contribute to increased positive emotions and reduced negative emotions.

In addition, prior to engaging in the online English writing peer assessment activity, the researchers provided appropriate online peer assessment training for the learners. Relevant studies [5-7] have emphasized the significance of such training in maximizing the benefits of peer assessment. This training facilitates learners in adapting to their new role as FPs and developing proficiency in utilizing assessment tools. Consequently, the data indicates that FPs experienced a higher frequency of positive emotions and a relatively lower occurrence of negative emotions.

5.2. Discussion of the Relationship between Emotions and English Writing Levels

5.2.1. Discussion Based on the Role of FPs

According to the findings, learners' overall positive emotions, including confidence and pride, were significantly influenced by their English writing levels when they acted as FPs. Meanwhile, FPs' overall negative emotions, including embarrassment, were also significantly influenced by their English writing levels when they acted as FPs. To interpret this phenomenon, we can refer to the ABC model proposed by Ellis [8]. Different emotional consequences experienced by FPs with varying English writing levels can be attributed to their different beliefs and thoughts about the activation event of providing feedback. Learners with higher English writing levels believed that they could provide feedback more accurately and proficiently, leading to their increased comfort and reduced embarrassment in providing feedback. Conversely, FPs with lower English writing levels may perceive that their feedback is less effective than expected, leading to decreased confidence and pride and increased embarrassment.

Regarding the insignificant influence of English writing levels on enjoyment, anxiety, and boredom, the researchers suggest two potential reasons. Firstly, the sample size might have been small, resulting in insufficient statistical power to detect significant effects. Secondly, due to the novelty and engagement associated with online peer assessment, participants may have had relatively stable levels of enjoyment and boredom during the feedback provision stage.

5.2.2. Discussion Based on the Role of FRs

The quantitative data suggest that English writing levels did not significantly impact FRs' emotional factors. Two potential explanations can be proposed. Firstly, students are typically accustomed to being recipients of feedback. Despite the different levels of authority between teacher evaluations and peer evaluations, students' strong desire for recognition from peers compels them to pay close attention to peer evaluations. Consequently, this shift in attention from teacher to peer feedback increasingly generates emotions rooted in the peers' specific comments, rather than being influenced significantly by the students' own English writing proficiency. Secondly, it is worth noting that FRs' experiences in the peer assessment process were relatively uniform. This homogeneity in the feedback received might have minimized the potential influence of English writing levels on emotional responses among FRs.

5.3. Discussion of the Affecting Factors

When learners assume the role of FPs, positive emotions are primarily attributed to the sense of accomplishment, recognizing the significance of the activity, and experiencing a fresh perspective on peer assessment. Meanwhile, when students provide feedback to the peers, their positive emotions predominantly stem from engaging in altruistic behaviors.

When learners' roles shift, they may experience different emotional responses and fluctuations influenced by the following factors. First, FPs' supportive and appreciative feedback attitude as well as

constructive and specific feedback style in the comments is more likely to increase receivers' emotions positively. Second, serious and detailed feedback can increase positive emotions such as confidence and motivation. However, this influence on emotions can be dual in nature. Some learners may also feel disappointed, embarrassed and anxious when their essays are corrected. Third, anonymity can be beneficial in minimizing anxiety for FRs. However, some participants pointed out that the lack of knowledge about FPs makes it difficult to engage in follow-up discussions. Last, peer-assessment adaptation significantly influences the emotions of peers. Some students are more comfortable in the role of FRs rather than FPs. In addition, other psychological factors come into play to influence emotional responses and subsequent writing revisions, such as self-perception of English writing capabilities. In this regard, the concept of receivers' self-efficacy becomes crucial.

6. Conclusion and Implications

This study investigates learners' emotional fluctuations from FPs to FRs, and the factors that influence these changes in online English writing peer assessment. The findings of quantitative analysis indicate a significant increase in positive emotions and a notable decrease in negative emotions during the roles' transition. The relationship between learners' emotional fluctuations and their English writing proficiency appears to be influenced by their specific assessing roles. The findings also identify additional factors that shaped the participants' emotional responses during the role transition. Teachers and instructors should be aware of these emotional fluctuations and additional factors, and take them into consideration when designing online English writing peer assessment activities.

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